

Standard 8-6: The student will demonstrate an understanding of South Carolina's development during the early twentieth century.

8-6.2 Explain the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North. (H, G, P, E)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In 5th grade, students summarized actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War (5-3.1).

In United States history, students will outline the causes and course of World War I, focusing on the involvement of the United States, including the effects of nationalism, ethnic and ideological conflicts, and Woodrow Wilson's leadership in the Treaty of Versailles and the League of Nations (USHC-6.4).

It is essential for students to know

As a result of United States' entrance into World War I in 1917, there was a resurgence of patriotism in South Carolina. Both white and African American South Carolinians signed up for the draft, contributed to bond drives and did their part to conserve food and fuel for the front. Many South Carolinians served in the American Expeditionary force with distinction. However, all wartime activity remained segregated. Just as on the national scene, anti-German feelings were manifested in the shutdown of a German language newspaper in Charleston and the changing of the name of the town of Hamburg to North Augusta. Although some South Carolinians opposed the war, their voices were silenced by the sedition act.

Economically, South Carolina benefited from the war. New military bases were constructed at Camp Jackson in Columbia and in Spartanburg and Greenville. The Charleston Navy Yard and the United States Marine Corps base at Parris Island grew to meet the needs of wartime. All of these facilities brought federal dollars into the state and stimulated the local economy, but they also reflected the segregated society of South Carolina. Farmers throughout the country saw good times as prices rose for their crops now in high demand for the war effort. This was particularly true for South Carolina's cotton farmers, including sharecroppers and tenant farmers. Despite the improvement in the farm economy, many South Carolinians, especially African Americans, were drawn to jobs in the war industries of the North. Emigration to industrial jobs in the North continued a trend that had first started in the 1890s. African American emigrants found a degree of independence, community, and economic opportunity that allowed their culture to flourish

African Americans volunteered for service in World War I to prove their patriotism and make a claim to equal treatment under the law. However, African-American South Carolinians who had served their country in the 'war to make the world safe for democracy' returned to a racist South Carolina. In early 1919, a convention of African Americans met in Charleston to protest against Jim Crow and restrictions on voting and to ask for improvements in schools. Later in the year, a race riot in Charleston, sparked by a white attack on African American citizens, claimed the lives of three African Americans. Similar riots occurred in other parts of the country. Throughout the South many African Americans, some still in their army uniforms, were lynched in the year after the war ended.

It is not essential for students to know

Students do not need to know the causes of World War I in Europe or the reasons why the United States ended neutrality and became involved on the side of the Allies, including the role of propaganda,

unrestricted submarine warfare, and President Wilson's desire to negotiate a just and lasting peace. Students do not need to know that South Carolinians opposed to the war included former governor Coleman Blease and several newspapers, such as *The Charleston American* and the *Abbeville Scimitar*. Students do not need to know the names of US Army training camps in Greenville (Camp Sevier) or Spartanburg (Camp Wadsworth.) Students do not need to remember specific statistics that would be evidence of the economic impact of the war on South Carolina, such as that the Charleston Navy Yard employed over 5,000 men or that the uniform factory on the base employed 1,000 women and produced 2.7 million garments in 1918 alone. However this detail would make the economic impact more concrete for students. Students do not need to know that African Americans were urged to volunteer for the war effort by W.E.B. DuBois and the National Association for the Advancement of Colored People as part of their campaign against Jim Crow. Students do not need to know Wilson's plan for peace, the Fourteen Points, or the details of Wilson's role in the writing of the Versailles Treaty. Students do not need to know about the controversies that led the United States Senate to reject this treaty.

Assessment guidelines:

Appropriate assessments will require students to **explain** the impact of World War I on South Carolina. Students should be able to **summarize** the economic impact of both the building of federal armed forces facilities in South Carolina and the impact of the emigration of workers looking for opportunity wartime industries in the North.